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ABSTRACT

In this study, research and related literature were reviewed to determine major administrative problem areas in the employment of teacher aides and to develop guidelines for administration of teacher aide programs related to each of the problem areas identified. Then, with a random sampling of those Missouri school districts reporting the use of teacher aides in 1968-69, questionnaires and interviews were utilized to determine the agreement or disagreement between developed guideline areas and current administrative practices of the teacher aide program and the agreement or disagreement between developed guidelines and opinions of individuals in charge of the teacher aide programs. Major findings were: 1) The developed guidelines were not fully utilized in current practices of teacher aide programs. 2) Administrators' opinions endorsed the developed guidelines for the administration of the teacher aide program. (PT)

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FINAL REPORT

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SELECTED ADMINISTRATIVE FACTORS AND RELATED PROCEDURE IN THE UTILIZATION OF TEACHER AIDES

(Development of Administrative Guidelines for Teacher Aide Programs and their Relationships with Practices and Opinions in Selected Schools of Missouri)

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Columbia, Missouri

September 1970

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SUMMARY

SELECTED ADMINISTRATIVE FACTORS AND RELATED PROCEDURE
IN THE UTILIZATION OF TEACHER AIDES

(Development of Administrative Guidelines for Teacher Aide Programs
and their Relationship with Practices and Opinions
in Selected Schools of Missouri)

Ivan R. Bearden, Ed. D.
University of Missouri-Columbia, 1970

Adviser: Dr. Frank Heagerty

Purpose of the Study: The purpose of this study was to:

1. ascertain major administrative problems that are posed by use of teacher aides
2. develop guidelines which will serve to assist administrators in dealing with these problems
3. ascertain relationship of the practices of teacher aide programs in selected schools of Missouri with these developed guidelines
4. determine the relationships of opinions of individuals in charge of teacher aide programs in selected schools with developed developed guidelines.

Procedure: The method of procedure may be summarized as follows:

1. A review of literature and conferences with individuals were conducted to determine significance of the investigation.
2. Data from authorities in public school administration and personnel were used to determine administrative problem areas.
3. Research and related literature in the field of teacher aides were consulted in establishing guidelines around administrative problem areas.
4. Research techniques used for collection of data included use of the questionnaire to determine administrative practices of teacher aide programs, and the interview guide to secure the opinions of personnel in charge of teacher aide programs.
5. Schools selected were determined by a random sampling of those Missouri school districts reporting use of teacher aides to area directors of the Elementary Secondary Education Act, Title I, for the 1968-69 school year.

6. Questionnaire and interview guide were administered in one session to the individual in charge of the teacher aide program.
7. Data from questionnaires were compiled and a comparison was made to determine the agreement or disagreement between developed guideline areas and current administrative practices of the teacher aide program.
8. Data from interviews were compiled and a comparison was made to determine agreement or disagreement between developed guidelines and opinions of individuals in charge of the teacher aide programs.

Findings:

1. The following major administrative problem areas were determined from research and related literature: 1) philosophy; 2) job classification; 3) duties; 4) qualifications; 5) recruitment; 6) selection; 7) pre-service, in-service training; 8) relationships; 9) legal; 10) evaluation.
2. Guidelines for administration of teacher aide programs were established under each of the major problem areas with detail data of each guideline being determined from research and related literature.
3. Both practices and opinions in the administration of teacher aide programs agreed with the ten major problem areas.
4. The developed guidelines were not fully utilized in current practices of the teacher aide programs.
5. Administrators' opinions endorsed the developed guidelines for the administration of the teacher aide program.

Conclusions:

1. Administrative practices in the area of teacher aides are not usually in writing, indicating that they lack careful planning and organization.
2. The classroom teacher is not fully utilized in the formulation, implementation, and evaluation of teacher aide programs.
3. School administrators feel valuable services are being performed by teacher aides, but are not certain that maximum benefits are being realized.
4. Philosophy of the teacher aide program is not clearly defined.
5. School administrators feel that the title and job description will be expanded beyond its present scope as characteristics of the position of teacher aide is brought in closer agreement with developed guidelines.
6. Duties most frequently performed by teacher aides are appropriate to non-instructional personnel.

7. School administrators feel that as more attention is given qualifications of teacher aides certification programs will develop.
8. Recruitment procedures pose no major problem to schools since there is an abundance of teacher aide applicants.
9. Selection procedure for teacher aides should be broadened to utilize certified classroom teachers in addition to the administration.
10. Legal aspects of the teacher aide program are not fully developed.
11. Evaluation procedures of teacher aides are not well developed. Teacher aides do not know how they are to be evaluated.

CHAPTER I

INTRODUCTION

The schools in the United States have experienced an increase in the number enrolled in recent years resulting in a demand for an increased number of school employees needed to work in the classroom situation. The number of certified classroom teachers has fallen short of the needs of the many schools. To offset this demand for certified teachers schools have reviewed the work day of the classroom teacher to determine the actual time spent in instructional tasks and time spent in non-instructional tasks.[1] Consequently, many efforts have been made to train nonprofessionals for employment in the schools to assist the classroom teacher in the non-instructional tasks performed in the classroom.

In a recent study it was indicated that the teacher spends 50 per cent of his time in face-to-face teaching, 30 per cent in related instructional tasks, and 20 per cent in administrative and supportive clerical work.[2] From this view of the public school classroom comes the support for the injection of a new position in the school; that of the non-professional aide to assist the certified teacher in these

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[1]Robert Rockwell and M. A. Bittner, "Rating Teachers and Aides," Young Children, 22:381, September, 1967.

[2]Research Division of the National Education Association, Teacher Personnel Practices (Research Bulletin No. 24, Washington, D.C.: National Education Association, 1962), p. 3.

many duties.

With each new position created in the school organization comes a new problem for the administration of the total program. The addition of teacher aides to the school staff helps provide the answer to the dilemma of ever increasing needs associated with the shortage of professionals, but it increases the demand on the school administrator to effectively institute the workings of such a program in the local school. As pointed out by Griffiths,[3] an organization comprises a number of people who perform a task sanctioned by the society in which it functions. The administration of an organization is a cycle of events engaged in by all the members of a formal organization to direct and control the activities of the members.

In order to obtain the proposed benefits to be derived from the use of teacher aides within this framework, it is necessary that adequate administrative provisions be made to facilitate their use in the school curricula.

I. THE PROBLEM

Statement of the problem. Literature is replete with examples of teacher shortages in every subject area and all locations. Schools are expanding rapidly and along with newer teaching methods and sophisticated equipment, a feeling has developed on the part of many that the

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[3]D. E. Griffiths, Administrative Theory (New York: Appleton-Century-Crofts, 1959), p. 427.

certified classroom teacher can be relieved of many time consuming duties by the use of lay personnel. These have been termed in the majority of cases, teacher aides. The placement of new elements in school organization poses many problems which are new in the field of educational administration. Few guidelines based on research and successful experiences are available at the present time.

The extent to which the services of these employees are effectively used may be determined by the factors that are inherent in the selection and administration of their program of use. In order to facilitate and encourage the use of the teacher aide, administrative conditions should be examined which are directly related to their use. The question arises: do the public schools initiate the innovation of teacher aides without first establishing an effective administrative program for the proper utilization of these teacher aides?

Purpose of the study. The purpose of this study was:

1. to ascertain the major administrative problems that are posed by the use of teacher aides
2. to develop guidelines which will serve to assist the administrator in dealing with these problems
3. to ascertain the relationship of the practices of the teacher aide program in selected schools of Missouri with these developed guidelines
4. to determine the relationships of the opinions of the individuals in charge of the teacher aide program in the selected schools of Missouri with the developed guidelines.

More specifically in attaining the above objectives answers to the following questions were sought:

1. What are the major administrative problems of the teacher aide program?
2. What are the administrative guidelines for the administration of the teacher aide program?

3. What relationships exist between the practices and the developed guidelines?
4. What relationships exist between the opinions of the individuals in charge of the teacher aide program and the developed guidelines?

The answers to these questions provided the bases for the conclusions of this research.

Need for the study. Employment of teacher aides increased sharply in the mid-sixties. Often the circumstances under which funds could be secured, as well as the urgency for need, required a crash program.[4] The essential component of proper administrative preparation was too often lacking in this new program of endeavor.

The tremendous impetus given to pre-school and emphasis on in-school remedial training by the Office of Economic Opportunity served to alert the nation not only to the values of such a program, but also to the severe shortage of available persons to conduct them.[5]

Many private and parochial schools face the same problem of the recruitment and training of non-certified staff to help in the rate of growth of their schools. A study by Vitug[6] helped point in the direction of setting administrative policies and procedures in this area.

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[4]Rockwell and Bittner, op. cit., p. 382.

[5]Office of Economic Opportunity, Auxiliary School Personnel: Their Roles, Training, and Institutionalization (New York: Bank Street College of Education, October, 1966), p. 3.

[6]Victor C. Vitug, "A Survey of Lay Teacher Personnel Administration in Selected American Catholic Secondary Schools" (unpublished Dissertation, Catholic University of America, Washington, D.C., 1965), pp. 1-32.

Studies to determine the status and potential of teacher aides in the instruction and supervision of students provide several factors relative to this phase of the program.[7] Teacher aides are being used in many areas to reach into the homes of the community as an extension of the school.[8]

A review of the literature of teacher aide programs provided information for the duties and values of the aide in the classroom. Some suggest that certain administrative processes be included at the inception of such programs, but none have been found that develop and test criteria governing the administration of the program in the public schools.

The findings of this study are directed toward the identification of administrative problems and development of guidelines to assist the administrator in the selected schools in evaluating the continued growth of the teacher aide program.

Assumptions. The following assumptions were made concerning this study:

1. The schools that employ teacher aides in their program recognize the value of the aide to the instruction of the student, and the value of the aide to the school and community in serving as an assistant to the teacher.
2. The use of teacher aides has created a new position to be filled in the public schools.

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[7]Edward M. Jones, "California Classified Employees Involved in Instruction or Supervision of Pupils" (unpublished Dissertation, University of Southern California, Los Angeles, 1967), pp. 10-40.

[8]"Teacher Stretchers, Home-Visiting Aides," American Education, 3:27, July, 1967.

3. The stated administrative problems of related research and literature are common to the practices that might be found in the schools under study.

Limitations of the study. Certain limitations were apparent in this study. Among the more important of these are:

1. This study was limited to schools from selected AAA, AA, A, districts in the State of Missouri, who registered the employment of teacher aides to the district directors of the Elementary Secondary Education Act, Title I, Missouri[9] State Department of Education, for the 1968-69 school year.
2. The responses from the superintendents, or their direct administrative representatives, in the school districts sampled were assumed to represent the true practices in the districts they represented.
3. The problem was limited to the study of administration of teacher aide programs as selected from research and related literature.

II. DEFINITION OF TERMS

Certified classroom teacher. The term "certified classroom teacher" is used to indicate a teacher who holds an earned degree from an accredited institution with enough semester hours of professional education courses to meet the minimum standards as prescribed by the Missouri State Department of Education.

Teacher aides, sub-professionals, lay teachers, non-certified personnel, paraprofessionals. These terms are used to describe the workers in a school who serve as assistants to the classroom teacher

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[9]Missouri State Department of Education, Missouri School Directory (Jefferson City, Missouri: Missouri State Department of Education, 1968-69), pp. 22-261.

either in the area of clerical duties or instruction duties, or a combination of both.

AAA, AA, A, classification. The classification terms designated by the Missouri State Department of Education, according to criteria established in Bulletin #17H, 1956, for Missouri public schools, are AAA--highest rating, AA--second highest rating, and A--third highest rating.

Auxiliary worker. "Auxiliary worker" is a broad classification term for all non-professional workers in the school, but it is often used in context with a single phase of employment such as teacher aides.

Administrative problem. "Administrative problem" is a term used to indicate a task which faces the administrator as a result of the teacher aide program.

CHAPTER II

RESEARCH PROCEDURE

This chapter, which is an explanation of the plan by which this investigation was developed, is divided into five areas: (1) developing a design for the investigation; (2) determining the problem areas and guidelines; (3) determining the techniques for collection of data; (4) analyzing data; and (5) summarizing procedure.

I. DEVELOPING A DESIGN FOR THE INVESTIGATION

This investigation is a descriptive study in design, which reflects the administrative practices and the opinions of the personnel responsible for the administration of the teacher aide program in the public schools of Missouri.

This section is presented in two divisions: (1) determining the need for this investigation by surveying literature; (2) determining the sample.

Determining the need for this investigation by surveying literature. From the review of the literature it was determined that the teacher aide program has increased sharply in the last decade. Studies indicate that many districts have initiated this program designed to implement the training of the child in the classroom.

While there has been some research on the effect of the utilization of the aide, little information is available in determining the

effectiveness of the administration of the program. Some authorities have approached the specific areas of paraprofessionals in the total personnel administration, but little evidence has been found in the form of comprehensive guidelines for the administration of this particular program.

Although a review of literature provided the background for this investigation, this method was supplemented by conferences with administrators in the field and with college professors of administration.

Determining the sample. The selection of the school districts to be studied was conducted by a random sample. Twenty schools were selected from a total of sixty-five districts reporting the use of teacher aides in the 1968-69 school year. The names of these school districts were registered with the area directors of the Elementary and Secondary Education Act, Title I, Missouri State Department of Education.

Random sampling was used in selection, after the districts had been placed in order of listing in the Missouri School Directory, 1968-69.[1]

II. DETERMINING THE ADMINISTRATIVE PROBLEMS AND GUIDELINES

A review of related research and literature was conducted to determine the administrative problems which are concerned with the use

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[1]Missouri State Department of Education, Missouri School Directory, Jefferson City, 1968-69.

of teacher aides. Research revealed some ten major problem areas.

Around each administrative problem was developed a set of guidelines as described by research and by authorities in the field of teacher aides. These guidelines were ranked in the order of frequency of listing by the authorities. The division of this section will be concerned with: (1) determining administrative problems; (2) developing administrative guidelines.

Determining administrative problems. Data were collected from ten authorities in the field of public school administration and public school personnel. The following areas concerning the administration of the school personnel program were listed and selected by frequency of listing by these authorities:

1. philosophy
2. job classification
3. duties
4. qualifications
5. recruitment
6. selection
7. pre-service, in-service development
8. relationships
9. legal
10. evaluation.

Developing Administrative Guidelines. Research and related literature in the specific area of teacher aides were consulted. The following guidelines were established under each major problem area with the detail data of each guideline being determined by frequency or rank of order as revealed in research and related literature:

I. Philosophy
   A. The basic purposes of the teacher aide program are set forth in a written philosophy.

B. The basic purposes of the teacher aide program are determined.
These purposes include:
1. giving direction to the teacher aide program
2. making the most effective use of certified teachers
3. reducing the number of certified teachers needed in the instructional program
4. distinguishing between certified and non-certified personnel.

C. The philosophy undergirding the teacher aide program is developed by personnel who are affected.
Personnel that are used in the development of a philosophy include:
1. superintendent of schools
2. central office staff
3. principal
4. teachers
5. school board
6. combination of personnel.

D. The philosophy is derived from various sources.
Sources that are available in the development of a philosophy for the teacher aide program include:
1. local school personnel
2. State department guidelines
3. Federal government guidelines
4. related professional organizations
5. college or university departments of education.

II. Job Classification

A. Job classification is governed by a written statement.

B. The title given the teacher aide is determined.
The titles given these personnel include:
1. teacher aide
2. auxiliary worker
3. paraprofessional
4. sub-professional
5. clerical aide
6. instructional aide
7. administrative aide
8. lay teacher
9. non-certified personnel.

C. The classification of the teacher aide is determined.
General classifications of teacher aides include:
1. Teacher aide (general duties with relation to non-instructional duties)
2. Teacher assistant (duties assisting with general duties and basic educational problems of instruction)
3. Associate teacher (duties that require some teacher judgment with instruction).

D. The teacher aide position is described.
Description if given the teacher aide position by:
1. A written policy that outlines that the main purpose of these personnel is to improve instruction.
2. A job description that outlines the minimum and maximum activities of the teacher aide.
3. A written statement that professional standards will be supervised by professionals.

III. Duties
A. The duties of the teacher aide are limited by a written statement.
B. The duties most frequently assigned to the teacher aide include:
1. duplicating tests and other materials
2. helping with classroom housekeeping
3. typing class materials, test, etc.
4. setting up A V equipment and other instructional materials
5. helping with children's clothing
6. supervising playground
7. correcting tests, homework, workbooks, etc.
8. reading aloud and story telling
9. assisting in school library
10. collecting money from pupils
11. supervising cafeteria
12. recording data in student files
13. keeping attendance register and preparing attendance reports
14. tutoring small group of students while teacher works with other groups
15. ordering A V materials and other supplies
16. supervising loading and unloading of buses
17. helping with discipline
18. assisting in school laboratory
19. reading and correcting student's themes
20. administering tests.

IV. Qualifications
A. Qualifications of the teacher aide are governed by a written statement.
B. General requirements of a teacher aide are determined.
General requirements of teacher aide include:
1. good general health (including x-ray)
2. finger prints
3. able to write and spell
4. experience in working with children
5. citizen of the United States
6. prior work experience.
C. Educational training required of a teacher aide is determined.

1. Teacher aide
   high school diploma
   elementary education
2. Teacher assistant
   some college
3. Associate teacher
   college degree.

D. Certification requirements of a teacher aide are determined.
1. Teacher aide
   no formal classification
   high school certificate for teacher clerks
2. Teacher assistant
   certificate of college courses of 60 hours or less
3. Associate teacher
   degree from college.

V. Recruitment
A. Procedures employed in recruiting teacher aides are governed by a written statement.
B. A systematic plan to locate qualified teacher aides is developed.
Sources for securing names of applicants include:
1. voluntary application by candidate
2. names recommended by staff members
3. names from central office personnel
4. placement bureaus of colleges or universities
5. employment agencies.
C. A systematic plan to attract qualified teacher aides is developed.
Applicants may receive notice of job vacancy from:
1. certified staff
2. newspaper
3. non-certified staff
4. radio
5. television.

VI. Selection
A. Selection procedures are governed by a written statement.
B. The School personnel that will select the teacher aide is designated.
The school personnel involved in the selection of the teacher aide include:
1. central office staff
2. principal
3. teachers
4. superintendent.
C. The methods employed in selecting the teacher aide are determined.
Selection procedures of the teacher aide include:
1. interview at home
2. interview at school office

3. use of written application
4. use of written test.

VII. Pre-Service and In-Service Development
   A. Pre-service and in-service development is governed by a written statement.
   B. Supervision of teacher aides is determined by school personnel.
      The school personnel involved in the supervision of the teacher aide include:
      1. teacher
      2. principal
      3. central office staff
      4. superintendent.
   C. An orientation program for teacher aides is developed.
      Methods used for orientation of teacher aides include:
      1. welcome meeting by building principal
      2. participation in regular orientation week with teachers
      3. welcome by superintendent or assistant superintendent
      4. orientation by department chairman or head teacher.
   D. Both pre-service and in-service training programs for teacher aides are developed.
      Pre-service programs for teacher aides include:
      1. teacher aide workshops
      2. initial series of meetings by principal
      3. written guides given to teacher aides
      4. college courses
      5. lectures by specialists.
      In-service programs for teacher aides include:
      1. teachers conduct on-the-job training
      2. weekly planning periods
      3. periodic central office training for all aides
      4. written guides given to teacher aides
      5. college courses
      6. lectures by specialists

VIII. Relationships
   A. The relationships in which a teacher aide is involved are determined and are described by a written statement.
      Personnel relations that the teacher aide will face include:
      1. teacher-teacher aide
      2. pupil-teacher aide
      3. principal-teacher aide
      4. superintendent--teacher aide
      5. parent-teacher aide
      6. school board-teacher aide
      7. community-teacher aide.

B. The individual to whom the teacher aide is directly responsible is determined by a written statement.
Personnel to whom the teacher aide is directly responsible include:
1. teacher
2. principal
3. assistant principal
4. department head
5. central office staff
6. superintendent.

IX. Legal
A. Legal aspects of the teacher aide program are determined and are included in a written policy.
B. A legal basis for establishing the teacher aide program is determined.
The legal bases for the teacher aide include:
1. written policies of the local board
2. guidelines from State Department
3. unwritten local policies (administrative or school board).
C. The salary payment period for the teacher aide is established.
The payment period of the teacher aide is based on the following:
1. hourly
2. monthly
3. yearly
4. daily.
D. The sources for funds for the teacher aide program are in written form and clearly stated.
The funds for the teacher aide program come from the following sources:
1. State
2. Federal ESEA, Title I
3. Federal ESEA, Title III
4. Federal OEO
5. Local
6. Foundations
7. Combination of funds.
E. Job benefits for the teacher aides are determined.
The following benefits are available to the teacher aide:
1. a contract of employment
2. retirement
3. group insurance
4. leave of absence
5. tenure.
F. The teacher aide's membership in organizations is determined.
The professional organization of which the teacher aide is a member include:

1. local teacher organization (associate member, or active member)
2. local teacher aide organization
3. regional or state teacher aide organization.

G. The teacher aide's involvement in disciplining children is determined.
Sources of authority for the teacher aide to discipline children include:
1. local policy
2. administrative provision
3. state law or policy.

H. Procedure for the dismissal of teacher aides is determined.
Reasons for the dismissal of teacher aides include:
1. non-performance of duty
2. immoral conduct
3. unethical conduct
4. insubordination
5. inadequate skills
6. uncooperative attitudes toward others
   a. teachers
   b. children
   c. parents.

X. Evaluation

A. Procedures for evaluating teacher aides are governed by a written statement.

B. The school personnel that will evaluate the teacher aide are designated.
School personnel involved in the evaluation of the teacher aide include:
1. teacher
2. principal
3. assistant principal or department chairman
4. superintendent or assistant superintendent
5. central office personnel.

C. Criteria employed in the evaluation of teacher aides are developed.
Criteria used in evaluating the teacher aide include:
1. ability to get along with pupils
2. ability of working in harmony with others
3. moral character
4. personal appearance
5. ability to perform different clerical tasks
6. ability to plan work with others
7. ability to carry out directions
8. ability to supervise pupils
9. ability in simple instructional methods.

D. The frequency for the evaluation of teacher aides are determined.

The periods of evaluation of teacher aides include:
1. continuing process
2. weekly evaluation
3. monthly evaluation
4. yearly evaluation.

E. Procedures for the promotion of teacher aides are developed.
Steps in the promotion of a teacher aide include:
1. teacher aide
2. teacher assistant
3. teacher associate
4. teacher intern.

F. Procedures are developed naming how and by whom teacher aides will be evaluated.

III. DETERMINING THE TECHNIQUES FOR COLLECTION OF DATA

After consideration was given to various research procedures, the questionnaire was selected as a means of determining the administrative practices. It was developed from the administrative guidelines to secure the current practices of the teacher aide program in the public schools of Missouri. An interview schedule was developed from the guidelines as a technique to secure the opinion of the administrators concerning the teacher aide program in their schools as related to these guidelines.

Both the questionnaire and the interview schedule were subjected to a panel of specialists in school administration composed of three professors of school administration and two superintendents of schools, for suggestions for alterations and improvement before the instruments were used in the selected schools.

After the questionnaire and the interview schedule were finalized, they were administered to the individual in charge of the teacher

aide program in one session. The interviewer delivered the questionnaire which was completed by the individual in charge of the teacher aide program in the presence of the interviewer. Following the completion of the questionnaire, the interviewer administered the interview schedule to obtain the opinions of the interviewee as they related to the developed guidelines.

IV. ANALYZING DATA

This section is presented in two divisions: (1) Relationships of developed guidelines with administrative practices; (2) relationships of developed guidelines with opinions.

Relationships of developed guidelines with administrative practices. A questionnaire was constructed to secure information about the practices in the selected schools in relation to the developed guidelines. The individual in charge of the teacher aide program in each school supplied information for each item on the questionnaire as it related to the current practice in his school.

A total of results for all schools sampled was tallied for each of the ten discrete categories. The degree to which each guideline was practiced determined the rank of that guideline for the schools sampled as related to the frequency of practice.[2]

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[2]Fred N. Kerlinger, Foundations of Behavioral Research, New York: Holt, Rinehart and Winston, Inc., 1967, p. 495.

A comparison of the rankings of the developed guidelines and the ranking of the practices as they related to the developed guidelines was made to determine the relationship between the developed guideline areas and the practices for each of the ten discrete categories.[3]

Relationships of the developed guidelines with opinions. To answer the questions on the extent of relationship of the developed guidelines with opinions as outlined in the first chapter of this study, further analysis was done by obtaining the opinion of the person in charge of the teacher aide program as to the desirability of each developed guideline as determined by research and related literature. The interview schedule was constructed so as to ascertain the opinion of the individual in charge of the teacher aide program.

The opinions of the individual in charge of the teacher aide program concerning his agreement or disagreement with the guidelines were ranked in order of frequency of occurrence for each of the ten discrete categories.[4] A comparison to determine the agreement or disagreement between the opinion of the individual in charge of the teacher aide program and the developed guideline areas was made for each of the ten discrete categories.[5]

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[3]Allen Edwards, Experimental Design in Psychological Research, New York: Holt, Rinehart and Winston, Inc., 1968.

[4]Kerlinger, op. cit., p. 633.

[5]R. Lickert, "A Technique for Measurement of Attitude," Archives of Psychology, CXI, 1932.

V. SUMMARY OF PROCEDURE

The method of procedure followed by this investigation may be summarized in the following steps:

1. A review of literature and conferences with individuals were conducted to determine the significance of the investigation.
2. Data from authorities in public school administration and public school personnel were used to determine the administrative problem areas.
3. Research and related literature in the field of teacher aides were consulted in establishing guidelines around each administrative problem area.
4. The research techniques for the collection of data were selected. A questionnaire was developed to determine the administrative practices of the teacher aide program, and the interview guide was selected to secure the opinions of the personnel in charge of the teacher aide program as they relate to the guidelines.
5. Both the questionnaire and the interview guide were submitted to a panel of specialists in school administration composed of three professors of school administration and two superintendents of schools, for suggestions for alterations and improvement before the instruments were used in the selected schools.
6. The schools selected for participation in this study were determined by a random sampling of those districts reporting the use of teacher aides to the area directors of the Elementary Secondary Education Act, Title I, for the 1968-69 school year.
7. The questionnaire and interview guide were administered in one session to the individual in charge of the teacher aide program. The interviewer delivered the questionnaire which was completed by the interviewee in the presence of the interviewer. Following the completion of the questionnaire, the interviewer administered the interview guide to obtain the opinions of the interviewee as they related to the developed guidelines.
8. Data from the questionnaire were compiled and a comparison was made to determine the agreement or disagreement between the developed guideline areas and the current administrative practices of the teacher aide program.
9. Data from the interview guide were compiled and a comparison was made to determine the agreement or disagreement between

the developed guidelines and the opinions of the individuals in charge of the teacher aide programs.

10. The final step was to report findings, conclusions, and recommendations of this investigation.

CHAPTER III

PRESENTATION OF DATA

The purpose of this chapter was to present data collected during this investigation. The data collected were compared with the guidelines presented in Chapter II that were developed from research, related literature, and authorities in the field. The data collected were divided into two major sections: (1) data from questionnaires completed by individuals in charge of the teacher aide program; (2) data from interviews with individuals in charge of the teacher aide program. Data are presented in a series of tables based upon the questions contained in the questionnaire and the interview schedule. Tables I through X represents administrative practices concerning the teacher aide program. Each table contains: (1) guideline questions with criteria in each developed guideline appearing in the table in the order as ranked by research and authorities in the field; (2) the frequency, per cent, and rank of the criteria as practiced in the selected schools.

Tables XI through XX represents administrative opinions concerning the teacher aide program. Each table contains: (1) guideline questions with criteria in each developed guideline appearing in the table in the order as ranked by research and authorities in the field; (2) the frequency, per cent, and rank of the criteria as based upon the opinions of the individuals in charge of the teacher aide program in the selected schools.

TABLE I

ADMINISTRATIVE PRACTICES CONCERNING THE PHILOSOPHY OF THE TEACHER AIDE PROGRAM

Developed Guidelines	Practice in Selected Schools		
	Frequency	Per Cent	Rank
A. Does your school have a written philosophy for the teacher aide program?*			
Yes	3	15	2
No	17	85	1
B. Does the purpose of your teacher aide program include any of the following?*			
1. giving direction to the teacher aide program	12	60	3
2. making the most effective use of certified teachers	20	100	1
3. reducing the number of certified teachers needed in the instructional program	1	5	4
4. distinguishing between certified and non-certified staff	14	70	2
5. others	1	5	4
C. What personnel in your school are responsible for developing the philosophy of the teacher aide program?*			
1. superintendent of schools	13	65	1
2. central office staff	7	35	3
3. principal	11	55	2
4. teachers	6	30	4
5. school board	2	10	6
6. combination of personnel	6	30	4
D. What sources were consulted in developing a philosophy for the teacher aide program in your school?*			
1. local school personnel	16	80	1
2. state department guidelines	9	45	3
3. federal government guidelines	13	65	2
4. related professional organizations	4	20	4
5. college or university department of education	3	15	5
6. others	2	10	6

*Practice reported by number of schools.

TABLE II

ADMINISTRATIVE PRACTICES CONCERNING THE JOB CLASSIFICATION OF THE TEACHER AIDE PROGRAM

Developed Guidelines	Practice in Selected Schools Frequency	Per Cent	Rank
A. Is the Job classification of the teacher aide program in your school governed by a written policy?*			
Yes	6	30	2
No	14	70	1
B. What are the titles given the teacher aides employed in your school?**			
1. teacher aide	457	93.83	1
2. auxiliary worker	0	0	
3. paraprofessional	0	0	
4. sub-professional	0	0	
5. clerical aide	8	1.65	3
6. instructional aide	3	.61	5
7. administrative aide	7	1.44	4
8. lay teacher	0	0	
9. non-certified personnel	0	0	
10. others	12	2.47	2
C. Are the teacher aides divided into general classifications in your school?**			
1. Teacher aide	425	87.26	1
2. Teacher assistant	56	11.50	2
3. Associate teacher	6	1.24	3
D. Which of the following descriptive statements are characteristic of the teacher aide position in your school?*			
1. A written policy indicating main purpose of personnel is to improve instruction.	17	85	1
2. A job description outlining the minimum and maximum activities of the teacher aide.	9	45	3
3. A written statement indicating that professional standards will be supervised by professionals.	13	65	2

*Practice reported by number of schools.
**Practice reported by number of aides used.

TABLE III

ADMINISTRATIVE PRACTICES CONCERNING
DUTIES OF TEACHER AIDES

Developed Guidelines	Practice in Selected Schools		
	Frequency	Per Cent	Rank
A. Are the duties of the teacher aide limited by a written statement?*			
Yes	8	40	2
No	12	60	1
B. Please check the duties that are performed by the teacher aides in your school.**			
1. duplicating tests and other materials	256	52.56	6
2. helping with classroom housekeeping	389	79.87	1
3. typing class materials, tests, etc.	196	40.24	14
4. setting up A V equipment and other instructional materials	238	48.87	11
5. helping with children's clothing	252	51.74	8
6. supervising playground	301	61.80	3
7. correcting tests, homework, workbooks, etc.	377	77.41	2
8. reading aloud and story telling	266	54.62	5
9. assisting in school library	190	39.01	15
10. collecting money from pupils	288	59.13	4
11. supervising cafeteria	256	52.56	6
12. recording data in student files	223	45.79	12
13. keeping attendance register and preparing attendance reports	210	43.12	13
14. tutoring small group of students while teacher works with other groups	248	50.92	9
15. ordering A V materials and other supplies	96	19.71	17
16. supervising loading and unloading of buses	69	14.16	19
17. helping with discipline	239	49.07	10
18. assisting in school laboratory	59	12.11	20
19. reading and correcting students' themes	27	5.54	22
20. administering tests	5	1.02	24

TABLE III (continued)

Developed Guidelines	Practice in Selected Schools		
	Frequency	Per Cent	Rank
21. other duties			
supervise student movement--room-to-room	28	5.75	21
check supplies and equipment	17	3.49	23
home visits	79	16.22	18
attend Parent Teacher Association	162	33.26	16

*Practice reported by number of schools.
**Practice reported by number of aides used.

TABLE IV

ADMINISTRATIVE PRACTICES CONCERNING THE QUALIFICATIONS OF TEACHER AIDES

Developed Guidelines	Practice in Selected Schools		
	Frequency	Per Cent	Rank
A. Are the qualifications of teacher aides governed by a written statement?*			
Yes	7	35	2
No	13	65	1
B. What are the general requirements of the teacher aide?*			
1. good general health (Including x-ray)	20	100	1
2. finger prints	0	0	
3. able to write and spell	18	90	2
4. experience in working with children	7	35	5
5. citizen of the United States	12	60	3
6. prior work experience	5	25	6
7. others			
able to type	12	60	3
resident of district	1	5	7
C. What educational training is required of the teacher aides in your school?**			
1. high school diploma			
TEACHER AIDE	381	78.23	1
TEACHER ASSISTANT			
ASSOCIATE TEACHER			
OTHER			
2. elementary education			
TEACHER AIDE	0	0	
TEACHER ASSISTANT			
ASSOCIATE TEACHER			
OTHER			
3. some college hours			
TEACHER AIDE	79	16.22	2
TEACHER ASSISTANT	18	3.69	
ASSOCIATE TEACHER	9	18.48	
OTHER	0	0	
4. college degree			
TEACHER AIDE			
TEACHER ASSISTANT			
ASSOCIATE TEACHER			
OTHER			

TABLE IV (continued)

Developed Guidelines	Practice in Selected Schools		
	Frequency	Per Cent	Rank
D. What certification requirements for teacher aides are in effect in your school?**			
1. no formal certification			
TEACHER AIDE	364	74.74	1
TEACHER ASSISTANT			
ASSOCIATE TEACHER			
2. certificate of high school education			
TEACHER AIDE	42	8.62	2
TEACHER ASSISTANT	2	.41	
ASSOCIATE TEACHER			
3. certificate of sixty-four semester hours of college credit			
TEACHER AIDE			3
TEACHER ASSISTANT	13	2.66	
ASSOCIATE TEACHER	4	.84	

*Practice reported by number of schools.
**Practice reported by number of aides used.

TABLE V

ADMINISTRATIVE PRACTICES CONCERNING THE RECRUITMENT OF TEACHER AIDES

Developed Guidelines	Practice in Selected Schools		
	Frequency	Per Cent	Rank
A. Are the procedures for recruiting teacher aides governed by a written statement?*			
Yes	2	10	2
No	18	90	1
B. What sources does your school use to secure names of applicants for teacher aide positions?**			
1. voluntary application by candidate	244	50.10	2
2. names recommended by staff members	331	67.96	1
3. names from central office personnel	11	2.25	3
4. placement bureaus of colleges or universities	1	.20	4
5. employment agencies	0	0	
C. What methods does your school use to give notice of vacancy of the teacher aide position?*			
1. certified staff	11	55	1
2. newspaper	7	35	2
3. non-certified staff	3	15	3
4. radio	2	10	4
5. television	0	0	
6. other	1	5	5

*Practice reported by number of schools.
**Practice reported by number of aides used.

TABLE VI

ADMINISTRATIVE PRACTICES COVERING THE SELECTION OF TEACHER AIDES

Developed Guidelines	Practice in Selected Schools		
	Frequency	Per Cent	Rank
A. Are the procedures for selection of teacher aides in your school governed by a written statement?*			
Yes	3	15	2
No	17	85	1
B. What personnel in your school are involved in the selection of teacher aides?*			
1. central office staff	9	45	3
2. principal	15	75	2
3. teachers	5	25	4
4. superintendent	16	80	1
5. others	3	15	5
C. What methods does your school use in selecting the teacher aide?*			
1. interview at school office	20	100	1
2. use of written application	18	90	2
3. interview at home	1	5	4
4. use of written test	1	5	4
5. others	2	10	3

*Practice reported by number of schools.

TABLE VII

ADMINISTRATIVE PRACTICES CONCERNING PRE-SERVICE, IN-SERVICE TRAINING TEACHER AIDES

Developed Guidelines	Practice in Selected Schools		
	Frequency	Per Cent	Rank
A. Are the pre-service, in-service programs of the teacher aide program governed by a written statement?*			
Yes	4	20	2
No	16	80	1
B. What personnel in your school are involved in the supervision of teacher aides?*			
1. teacher	18	90	2
2. principal	19	95	1
3. central office staff	6	30	3
4. superintendent	1	5	4
C. What methods in your school are used for orientation of the teacher aide?*			
1. welcome meeting by building principal	19	95	1
2. participation in regular orientation week with teachers	9	45	3
3. welcome by superintendent or assistant superintendent	12	60	2
4. orientation by department chairman or head teacher	4	20	4
5. others	1	5	5
D. What pre-service programsin your school are used for training teacher aides?*			
1. teacher aide workshops	12	60	2
2. initial series of meetings by principal	15	75	1
3. written guides given to teacher aides	9	45	3
4. college courses	2	10	5
5. lectures by specialists	6	30	4

TABLE VII (continued)

Developed Guidelines	Practice in Selected Schools		
	Frequency	Per Cent	Rank
E. What in-service programs in your school are used for training teacher aides?*			
1. teachers conduct on-the-job training	19	95	1
2. weekly planning periods	1	5	7
3. periodic central office training for all aides	5	25	3
4. written guides given to teacher aides	5	25	3
5. college courses	1	5	7
6. lectures by specialists	8	40	2
7. others	1	5	7

*Practice reported by number of schools

TABLE VIII

ADMINISTRATIVE PRACTICES CONCERNING
TEACHER AIDE RELATIONSHIPS

Developed Guidelines	Practice in Selected Schools		
	Frequency	Per Cent	Rank
A. Are the relationships in which a teacher aide is involved described by a written statement?*			
Yes	5	25	2
No	15	75	1
B. With whom do the teacher aides in your school come in contact?**			
1. teachers	487	100	1
2. pupils	483	99.17	3
3. principal	486	99.79	2
4. superintendent	146	29.97	7
5. parent	325	66.73	4
6. school board	223	45.79	6
7. community	221	45.37	5
C. Is the individual to whom the teacher aide is directly responsible determined by a written statement?*			
Yes	7	35	2
No	13	65	1
D. To whom will the teacher aide be directly responsible in your school?**			
1. teacher	362	74.33	2
2. principal	450	92.40	1
3. assistant principal	7	1.43	5
4. department head	3	.61	6
5. central office personnel	115	23.61	3
6. superintendent	55	7.18	4

*Practice reported by number of schools.
**Practice reported by number of aides used.

TABLE IX

ADMINISTRATIVE PRACTICES CONCERNING THE LEGAL ASPECTS OF THE TEACHER AIDE PROGRAM

Developed Guidelines	Practice in Selected Schools		
	Frequency	Per Cent	Rank
A. Are the legal aspects of the teacher aide program of your school included in a written policy?*			
Yes	4	20	2
No	16	80	1
B. What constitutes the legal basis for establishing the teacher aide program in your school?*			
1. written policies of the local board	5	25	3
2. guidelines from State Department	14	60	1
3. unwritten local policies (administrative or school board)	9	45	2
4. others	2	10	4
C. What payment period and salary base does your school use in paying the teacher aides?**			
1. hourly	153	31.41	2
2. monthly	29	5.95	4
3. yearly	6	1.25	5
4. daily	235	48.25	1
5. others	64	13.14	3
D. What sources do you use in securing funds for the teacher aides in your school?**			
1. State			
2. Federal ESEA, Title I	384	78.85	1
3. Federal ESEA, Title III	99	20.32	2
4. Federal OEO	2	.41	5
5. Local	48	9.85	4
6. Foundations	0	0	
7. Combination of funds	55	11.29	3

TABLE IX (continued)

Developed Guidelines	Practice in Selected Schools Frequency	Per Cent	Rank
E. What job benefits are available to the teacher aides in your school?*			
1. a contract of employment	6	30	4
2. retirement	17	85	1
3. group insurance	7	35	3
4. leave of absence	8	40	2
5. tenure	0	0	
6. others	3	15	5
F. To what professional organizations do the teacher aides in your school belong?*			
1. local teacher organization			
a. associate member	1	5	1
b. active member			
2. local teacher aide organization	0	0	
3. regional or state teacher aide organization	0	0	
G. Do teacher aides discipline children in your school?*			
Yes	4	20	2
No	16	80	1
If yes, what source of authority forms the basis for this discipline?*			
1. local policy	1	25	2
2. administrative provision	2	50	1
3. state law or policy	1	25	2
H. For what reasons can a teacher aide be dismissed in your school?*			
1. non-performance of duty	20	100	1
2. immoral conduct	20	100	1
3. unethical conduct	19	95	4
4. insubordination	20	100	1
5. inadequate skills	18	90	6
6. uncooperative attitude toward others: teacher, children, parents	19	95	4
7. others	2	10	7

*Practice reported by number of schools.
**Practice reported by number of aides used.

TABLE X

ADMINISTRATIVE PRACTICES CONCERNING THE EVALUATION OF THE TEACHER AIDE PROGRAM

Developed Guidelines	Practice in Selected Schools		
	Frequency	Per Cent	Rank
A. Are the procedures for evaluating teacher aides in your school governed by a written statement?*			
Yes	5	25	2
No	15	75	1
B. What personnel in your school are involved in the evaluation of the teacher aide?*			
1. teacher	19	95	1
2. principal	17	85	2
3. assistant principal or department chairman	1	5	5
4. superintendent or assistant superintendent	5	25	3
5. central office personnel	5	25	3
6. others	1	5	5
C. What criteria are used in the evaluation of teacher aides in your school?*			
1. ability to get along with pupils	18	90	4
2. ability of working in harmony with others	18	90	4
3. moral character	20	100	1
4. personal appearance	20	100	1
5. ability to perform different clerical tasks	17	85	6
6. ability to plan work with others	13	65	9
7. ability to carry out directions	20	100	1
8. ability to supervise pupils	16	80	7
9. ability in simple instructional methods	14	70	8
10. others	4	20	10

TABLE X (continued)

Developed Guidelines	Practice in Selected Schools Frequency	Per Cent	Rank
D. When are teacher aides evaluated in your school?*			
1. continuing process	13	65	1
2. weekly evaluation	0	0	
3. monthly evaluation	0	0	
4. yearly evaluation	12	60	2
5. others	3	15	3
E. What steps for promotion of the teacher aide are used in your school?*			
1. teacher aide, teacher assistant, teacher associate, teacher intern	2	10	2
2. others	3	15	1
F. Do teacher aides know how and by whom they are to be evaluated?*			
Yes	20	100	
No	0	0	

*Practice reported by number of schools.

TABLE XI

OPINIONS CONCERNING THE PHILOSOPHY
OF THE TEACHER AIDE PROGRAM

Developed Guidelines	Opinions in Selected Schools		
	Frequency	Per Cent	Rank
A. Do you feel there should be a written philosophy?			
Yes	17	85	1
No	3	15	2
B. Which of the following statements do you feel should be the purposes of the teacher aide program.			
1. giving direction to the teacher aide program	11	55	3
2. making the most effective use of certified teachers	20	100	1
3. reducing the number of certified teachers needed in the instructional program	3	15	4
4. distinguishing between certified and non-certified personnel	12	60	2
5. others	2	10	5
C. In your opinion which of the following school personnel should develop the philosophy?			
1. superintendent of schools	16	80	1
2. central office staff	9	45	4
3. principal	15	75	2
4. teachers	12	60	3
5. school board	7	35	5
6. combination of personnel	6	30	6
D. Which of the following do you feel should be sources consulted in developing a philosophy?			
1. local school personnel	18	90	1
2. State Department guidelines	14	70	2
3. Federal Government guidelines	11	55	3
4. related professional organizations	4	20	5
5. college or university departments of education	7	35	4
6. others	2	10	6

TABLE XII

OPINIONS CONCERNING THE JOB CLASSIFICATION
OF THE TEACHER AIDE PROGRAM

Developed Guidelines	Opinions in Selected Schools		
	Frequency	Per Cent	Rank
A. Do you feel that the job classification should be governed by a written statement?			
Yes	15	75	1
No	5	25	2
B. Which of the following do you feel should be titles given the teacher aide?			
1. teacher aide	20	100	1
2. auxiliary worker	1	10	6
3. paraprofessional	0	0	
4. sub-professional	1	10	6
5. clerical aide	9	45	2
6. instructional aide	4	20	4
7. administrative aide	3	15	3
8. lay teacher	0	0	
9. non-certified personnel	0	0	
10. others	3	15	5
C. Which of the following do you think should be classifications used with the teacher aide program?			
1. Teacher aide	19	95	1
2. Teacher assistant	14	70	2
3. Associate teacher	7	35	3
D. Which of the following descriptive statements do you feel should be characteristic of the teacher aide position?			
1. A written policy indicating main purpose of personnel is to improve instruction.	18	90	1
2. A job description outlining the minimum and maximum activities of the teacher aide.	12	60	3
3. A written statement indicating that professional standards will be supervised by professionals.	16	80	2
4. others	1	5	4

TABLE XIII

OPINIONS CONCERNING THE DUTIES
OF TEACHER AIDES

Developed Guidelines	Opinions in Selected Schools		
	Frequency	Per Cent	Rank
A. Do you feel that the duties of the teacher aide should be limited by a written statement?			
Yes	14	70	1
No	6	30	2
B. Which of the following duties do you feel should be the ones that are most frequently assigned to teacher aides?			
1. duplicating tests and other materials	19	95	1
2. helping with classroom housekeeping	18	90	3
3. typing class materials, tests, etc.	18	90	3
4. setting up A V equipment and other instructional materials	19	95	1
5. helping with children's clothing	17	85	6
6. supervising playground	17	85	6
7. correcting tests, homework, workbooks, etc.	18	90	3
8. reading aloud and story telling	14	70	9
9. assisting in school library	14	70	9
10. collecting money from pupils	14	70	9
11. supervising cafeteria	14	70	9
12. recording data in student files	13	65	13
13. keeping attendance register and preparing attendance reports	12	60	14
14. tutoring small group of students while teacher works with other groups	15	75	8
15. ordering A V materials and other supplies	6	30	17
16. supervising loading and unloading of buses	8	40	15
17. helping with discipline	7	35	16
18. assisting in school laboratory	4	20	19
19. reading and correcting students' themes	2	10	21
20. administering tests	3	15	20
21. other duties	6	30	17

TABLE XIV

OPINIONS CONCERNING THE QUALIFICATIONS
OF THE TEACHER AIDES

Developed Guidelines	Opinions in Selected Schools Frequency	Per Cent	Rank
A. Do you feel that the qualifications of teacher aides should be governed by a written statement?			
Yes	15	75	1
No	5	25	2
B. Which of the following do you feel should be the general requirements of the teacher aides?			
1. good general health (including x-ray)	20	100	1
2. finger prints	0	0	
3. able to write and spell	18	90	2
4. experience in working with children	8	40	5
5. citizen of the United States	14	70	3
6. prior work experience	6	30	6
7. others			
able to type	9	45	4
resident of district	1	5	7
C. Which of the following do you feel should be the educational training required of the teacher aides in the various classifications?			
1. high school diploma	19	95	1
TEACHER AIDE	18	90	
TEACHER ASSISTANT	1	5	
ASSOCIATE TEACHER			
2. elementary education	0	0	
TEACHER AIDE			
TEACHER ASSISTANT			
ASSOCIATE TEACHER			
3. some college hours	18	90	2
TEACHER AIDE	3	15	
TEACHER ASSISTANT	11	55	
ASSOCIATE TEACHER	4	20	
4. college degree	0	0	
TEACHER AIDE			
TEACHER ASSISTANT			
ASSOCIATE TEACHER			

TABLE XIV (continued)

Developed Guidelines	Opinions in Selected Schools Frequency	Per Cent	Rank
D. Which of the following certification requirements do you feel should be required of the teacher aides in the various classifications?			
1. no formal certification	9	45	1
TEACHER AIDE	9	45	
TEACHER ASSISTANT	0	0	
ASSOCIATE TEACHER	0	0	
2. certificate of high school education	7	35	2
TEACHER AIDE	6	30	
TEACHER ASSISTANT	1	5	
ASSOCIATE TEACHER	0	0	
3. certificate of sixty-four hours of college credit	6	30	3
TEACHER AIDE	0	0	
TEACHER ASSISTANT	4	20	
ASSOCIATE TEACHER	2	10	

TABLE XV

OPINIONS CONCERNING THE RECRUITMENT
OF THE TEACHER AIDES

Developed Guidelines	Opinions in Selected Schools		
	Frequency	Per Cent	Rank
A. Do you feel that recruiting procedures should be governed by a written statement?			
Yes	12	60	1
No	8	40	2
B. Which of the following do you feel should be sources used in securing names of applicants for teacher aide positions?			
1. voluntary application by candidate	20	100	1
2. names recommended by staff members	15	75	2
3. names from central office personnel	7	35	3
4. placement bureaus of colleges or universities	1	5	4
5. employment agencies	1	5	4
C. Which of the following methods do you feel should be used to inform prospective teacher aides of a job vacancy?			
1. certified staff	11	55	1
2. newspaper	9	45	2
3. non-certified staff	2	10	4
4. radio	2	10	4
5. television	0	0	
6. others	9	45	2

TABLE XVI

OPINIONS CONCERNING THE SELECTION OF TEACHER AIDES

Developed Guidelines	Opinions in Selected Schools		
	Frequency	Per Cent	Rank
A. Do you feel that selection procedures should be governed by a written statement?			
Yes	13	65	1
No	7	35	2
B. Which of the following personnel do you feel should be involved in the selection of teacher aides?			
1. central office staff	10	50	3
2. principal	15	75	2
3. teachers	9	45	4
4. superintendent	16	80	1
5. others	3	15	5
school board			
C. Which of the following do you feel should be the methods used in selecting the teacher aide?			
1. interview at school office	19	95	1
2. use of written application; composition	19	95	1
3. interview at home	2	10	3
4. use of written test	2	10	3
5. others	2	10	3
in the campus office			
use a typing test			

TABLE XVII

OPINIONS CONCERNING THE PRE-SERVICE, IN-SERVICE TRAINING OF TEACHER AIDES

Developed Guidelines	Opinions in Selected Schools		
	Frequency	Per Cent	Rank
A. Do you feel that the pre-service and in-service programs for the teacher aides should be governed by a written statement?			
Yes	13	65	1
No	7	35	2
B. Which of the following personnel do you feel should be involved in the supervision of teacher aides?			
1. teacher	19	95	1
2. principal	19	95	1
3. central office staff	5	25	3
4. superintendent	5	25	3
5. others	1	5	5
C. Which of the following do you feel should be methods used for orientation of the teacher aide?			
1. welcome meeting by building principal	19	95	1
2. participation in regular orientation week with teachers	13	65	2
3. welcome by superintendent or assistant superintendent	12	60	3
4. orientation by department chairman or head teacher	4	20	4
5. others	1	5	5
D. Which of the following do you feel should be pre-service programs used for training teacher aides?			
1. initial series of meetings by principal	17	85	1
2. teacher aide workshops	14	70	2
3. written guides given to teacher aides	14	70	2
4. lectures by specialists	9	45	4
5. college courses	4	20	5

TABLE XVII (continued)

Developed Guidelines	Opinions in Selected Schools Frequency	Per Cent	Rank
E. Which of the following do you feel should be in-service programs used for training teacher aides?			
1. teachers conduct on-the-job training	19	95	1
2. weekly planning periods	3	15	5
3. periodic central office training for all aides	8	40	3
4. written guides given to teacher aides	11	55	2
5. college courses	2	10	6
6. lectures by specialists	8	40	3
7. others	2	10	6

TABLE XVIII

OPINIONS CONCERNING TEACHER AIDE RELATIONSHIPS

Developed Guidelines	Opinions in Selected Schools		
	Frequency	Per Cent	Rank
A. Do you feel that the relationships in which a teacher aide is involved should be described by a written statement?			
Yes	9	45	2
No	11	55	1
B. In which of the following relationships do you feel that the teacher aide should be involved?			
1. teachers	20	100	1
2. pupils	20	100	1
3. principal	20	100	1
4. superintendent	9	45	5
5. parent	12	60	4
6. school board	2	10	7
7. community	9	45	5
C. Do you feel that the individual to whom the teacher aide is directly responsible should be determined by a written statement?			
Yes	17	85	1
No	3	15	2
D. To which of the following personnel do you feel that the teacher aide should be directly responsible?			
1. teacher	12	60	2
2. principal	18	90	1
3. assistant principal	2	10	4
4. department head	1	5	6
5. central office personnel	4	20	3
6. superintendent	2	10	4
7. others	1	5	6

TABLE XIX

OPINIONS CONCERNING THE LEGAL ASPECTS
OF THE TEACHER AIDE PROGRAM

Developed Guidelines	Opinions in Selected Schools		
	Frequency	Per Cent	Rank
A. Do you feel that the legal aspects of the teacher aide program should be included in a written policy?			
Yes	13	65	1
No	7	35	2
B. Which of the following do you feel should constitute the legal basis for establishing the teacher aide program?			
1. written policies of the local board	11	55	2
2. guidelines from State Department	15	75	1
3. unwritten local policies	7	35	3
4. others	2	10	4
C. Which of the following do you feel should be the salary payment period for teacher aides?			
1. hourly	10	50	1
2. monthly	6	30	2
3. yearly	2	10	4
4. daily	4	20	3
5. others	1	5	5
D. Which of the following sources do you feel should be used in securing funds for the teacher aide program?			
1. State	4	20	3
2. Federal ESEA, Title I	19	95	1
3. Federal ESEA, Title III	1	5	5
4. Federal OEO	4	20	3
5. Local	12	60	2
6. Foundations	0	0	
7. Combination of funds	1	5	5

TABLE XIX (continued)

Developed Guidelines	Opinions in Selected Schools Frequency	Per Cent	Rank
E. Which of the following job benefits do you feel should be offered to the teacher aide?			
1. a contract of employment	8	40	4
2. retirement	19	95	1
3. group insurance	12	60	2
4. leave of absence	10	50	3
5. tenure	1	5	6
6. others	3	15	5
F. To which of the following professional organizations do you feel the teacher aide should belong?			
1. local teacher organization			
a. associate member	1	5	3
b. active member			
2. local teacher aide organization	5	25	1
3. regional or state teacher aide organization	3	15	2
G. Do you feel that teacher aides should discipline students?			
Yes	4	20	2
No	16	80	1
If yes, which of the following sources of authority do you feel should form the basis for this discipline?			
1. local policy	3	15	
2. administrative provision	3	15	
3. state law or policy	0	0	
H. Which of the following do you feel should be reasons for the dismissal of teacher aides?			
1. non-performance of duty	20	100	1
2. immoral conduct	20	100	1
3. unethical conduct	20	100	1
4. insubordination	20	100	1
5. inadequate skills	20	100	1
6. uncooperative attitudes toward others: teacher, children, parents	20	100	1
7. others	3	15	7

TABLE XX

OPINIONS CONCERNING THE EVALUATION OF THE TEACHER AIDE PROGRAM

Developed Guidelines	Opinions in Selected Schools Frequency	Per Cent	Rank
A. Do you feel that the procedures for evaluating teacher aides should be governed by a written statement?			
Yes	16	80	1
No	4	20	2
B. Which of the following do you feel should be the personnel involved in the evaluation of teacher aides?			
1. teacher	19	95	1
2. principal	19	95	1
3. assistant principal or department chairman	1	5	5
4. superintendent or assistant superintendent	6	30	2
5. central office personnel	5	25	3
6. others	2	10	4
C. Which of the following do you feel should be criteria used in the evaluation of teacher aides?			
1. ability to get along with pupils	18	90	5
2. ability of working in harmony with others	19	95	4
3. moral character	20	100	1
4. personal appearance	20	100	1
5. ability to perform different clerical tasks	18	90	5
6. ability to plan work with others	13	65	9
7. ability to carry out directions	20	100	1
8. ability to supervise pupils	17	85	7
9. ability in simple instructional methods	15	75	8
10. others	4	20	10

TABLE XX (continued)

Developed Guidelines	Opinions in Selected Schools: Frequency	Per Cent	Rank
D. Which of the following do you feel should be the frequency for the evaluation of teacher aides?			
1. continuing process	13	65	2
2. weekly evaluation	0	0	
3. monthly evaluation	0	0	
4. yearly evaluation	14	70	1
5. Others	4	20	3
E. Which of the following do you feel should be steps for promotion of teacher aides?			
1. teacher aide, teacher assistant, teacher associate	4	20	2
2. others	8	40	1
F. Do you think the teacher aides know how and by whom they are to be evaluated?			
Yes	20	100	
No	0	0	

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter, the culmination of this study, is presented in the following sections: (1) summary; (2) conclusions; (3) recommendations; and (4) suggestions for further study.

I. SUMMARY

The schools in the United States have experienced an increase in the number enrolled in recent years. This has resulted in a demand for an increased number of school employees needed to work in the classroom situation. The number of certified classroom teachers has fallen short of the needs of the many schools. A feeling has developed on the part of many that the certified classroom teacher can be relieved of much time consuming duties by the use of lay personnel. These have been termed in the majority of cases, teacher aides. The placement of new personnel in the school organization poses many problems which are new in the field of educational administration. Few guidelines based on research and successful experiences are available at the present time. The purpose of this study was to determine the administrative problems that are posed by the use of teacher aides and to develop guidelines to assist the administrator in dealing with these problems. Further, it was the purpose of this study to ascertain the relationship of the administrative practices and the opinions of the individuals in charge of the teacher aide program in selected schools of Missouri

with the developed guidelines.

From a review of the literature, it was determined that the teacher aide program has been expanded sharply in the last decade. Studies indicate that many districts have initiated this program designed to implement the training of the child in the classroom. While there has been some research on the effect of the utilization of the aide, little information is available in determining the effectiveness of the administration of the program. Some authorities have touched on the specific area of paraprofessionals in the total personnel administration picture but little evidence has been found in the form of comprehensive guidelines for the administration of the teacher aide program.

This investigation was a descriptive study in design which reflects the administrative practices and the opinions of the personnel responsible for the administration of the teacher aide program in the public schools of Missouri. This study sought the answers to the following questions as stated in Chapter I, page 3.

Question 1: What are the major administrative problems of the teacher aide program?

Data collected from authorities in school administration and school personnel resulted in the answer to this question. The following areas concerning the administration of the school personnel program were listed and selected by frequency of listing by these authorities: (1) philosophy; (2) job classification; (3) duties; (4) qualifications; (5) recruitment; (6) selection; (7) pre-service, in-service training;

(8) relationships; (9) legal; and (10) evaluation.

Question 2: What are the administrative guidelines for the administration of the teacher aide program?

Research and related literature in the specific area of teacher aides were consulted. Guidelines were established under each major problem area with detail data of each guideline being determined by frequency or rank of order as revealed in research and related literature and were validated by a panel of specialists in school administration.

Question 3: What relationships exist between practices and the developed guidelines?

Question 4: What relationships exist between the opinions of the individuals in charge of the teacher aide program and the developed guidelines?

The answers to these questions are summarized by using the developed guidelines as the organizational basis for comparison of practices with guidelines and for comparison of opinions with guidelines. Data used in this summary are based upon percentage and/or ranking as presented in Chapter IV of this study.

I. Guidelines concerning the Philosophy of the Teacher Aide Program

Guideline A. The basic purposes of the teacher aide program are set forth in a written philosophy.

The practices revealed that the philosophy was not stated in writing but the opinions indicated that it should be.

Guideline B. The basic purposes of the teacher aide program are determined. These purposes include:

1. giving direction to the teacher aide program
2. making the most effective use of certified teachers
3. reducing the number of certified teachers needed in the instructional program
4. distinguishing between certified and non-certified personnel

In practice, 100 per cent of the schools ranked making the most effective use of teacher aides as the number one purpose of their program. Distinguishing between the certified staff and teacher aides was ranked second by 70 per cent, while 60 per cent ranked as number three giving direction to the teacher aide program. The opinions followed the same order as the practices with both practices and opinions ranking the purposes in a different order from the developed guideline.

Guideline C. The philosophy undergirding the teacher aide program is developed by personnel who are affected. Personnel used in the development of a philosophy include:
1. superintendent of schools
2. central office staff
3. principal
4. teachers
5. school board
6. combination of personnel

The practices indicated that the personnel responsible for the development of a philosophy ranked in the following order of use: (1) superintendent; (2) principal; (3) central office staff; (4) teachers; (5) combination of personnel; and (6) school boards. The opinions stated that the order should be: (1) superintendent; (2) principal; (3) teachers; (4) central office staff; (5) school board; (6) combination of personnel.

Guideline D. The philosophy is derived from various sources. Sources that are available in the development of a philosophy for the teacher aide program include:

1. local school personnel
2. State department guidelines
3. Federal government guidelines
4. related professional organizations
5. college or university departments of education

In developing a philosophy the schools consulted the sources outlined by the developed guidelines. The order and frequency of occurrence in practice included: local school personnel, 80 per cent; federal government guidelines, 65 per cent; state department guidelines, 45 per cent; related professional organizations, 20 per cent; and college and university departments of education, 15 per cent. The opinions indicated that the order of use should follow the guidelines with the exception that college and university departments of education should receive preference over related professional organizations.

II. Guidelines concerning the Job Classification of the Teacher Aide Program

Guideline A. Job classification is governed by a written statement.

Practices indicated that schools in 30 per cent of the cases reported having a written statement governing the job classification of teacher aides; opinions indicated that 75 per cent felt that the job classification should be governed by a written statement.

Guideline B. The title given the teacher aide is determined. The titles given these personnel include:

1. teacher aide
2. auxiliary worker
3. paraprofessional
4. sub-professional
5. clerical aide

6. instructional aide
7. administrative aide
8. lay teacher
9. non-certified personnel.

Teacher aide, as in the developed guidelines, is the title most frequently used for this personnel since 94 per cent of the aides employed were given this title. None of the aides were called auxiliary workers, paraprofessionals, or sub-professionals; however, two per cent were named clerical aide; 1.5 per cent, instructional aides; and .05 per cent, administrative aides. The opinions stated that the title teacher aide would be used most frequently but indicated that additional titles should be used. Other titles advocated by opinions included: instructional aide, administrative aide, auxiliary aide and sub-professional.

Guideline C. The Classification of the teacher aide is determined. General classification of teacher aides include:
1. Teacher aide (general duties with relation to non-instructional duties)
2. Teacher assistant (assisting with general duties and basic educational problems of instruction)
3. Associate Teacher (duties that require some teacher judgment with instruction)

Practices indicated that the classification of aide followed the developed guidelines with 87.26 per cent being classified as teacher aides; 11.50 per cent as teacher assistant; and 1.24 per cent as associate teacher. The opinions stated that the teacher aide classification would be utilized by 95 per cent; teacher assistant, by 70 per cent; and associate teacher, by 35 per cent.

Guideline D. The teacher aide position is described. Description is given the teacher aide position by:
1. A written policy that outlines that the main purpose of these personnel is to improve instruction.
2. A job description that outlines the minimum and maximum activities of the teacher aide.
3. A written statement that professional standards will be preserved as the teacher aide's task will be supervised by professionals.

Although the descriptive principles were not always in writing, practices did indicate that the purpose of the teachers aides was to improve instruction (85 per cent). Practices also indicated that the professional standards were being preserved (65 per cent) and that a job description outlining the minimum and maximum activities of the teacher aide had been developed (45 per cent). The opinions ranked the descriptive principles in the same order; however, the opinions agreed with the guidelines by indicating that these principles should be in writing.

III. Guidelines concerning the Duties of Teacher Aides

Guideline A. The duties of the teacher aide are limited by a written statement.

The duties performed in the selected schools were not limited by a written statement. The opinions favored the written description of the duties to be performed.

Guideline B. The duties most frequently assigned to the teacher aide include:
1. duplicating tests and other materials
2. helping with classroom housekeeping
3. typing class materials, tests, etc.
4. setting up A V equipment and other instructional materials

5. helping with children's clothing
6. supervising playground
7. correcting tests, homework, workbooks, etc.
8. reading aloud and story telling
9. assisting in school library
10. collecting money from pupils
11. supervising cafeteria
12. recording data in student files
13. keeping attendance register and preparing attendance reports
14. tutoring small group of students while teacher works with other groups
15. ordering A V materials and other supplies
16. supervising loading and unloading of buses
17. helping with discipline
18. assisting in school laboratory
19. reading and correcting student's themes
20. administering tests.

The duties performed in practice were essentially the ones included in the developed guidelines, although they were not ranked in the same frequency. The ten most frequently performed duties as indicated by practices included:

1. helping with classroom housekeeping
2. correcting tests, homework, workbooks, etc.
3. supervising playground
4. collecting money from pupils
5. reading aloud and story telling
6. duplicating tests and other materials
7. supervising cafeteria
8. helping with children's clothing
9. tutoring small groups of students while teacher works with other groups
10. helping with discipline.

Duties that received mention other than the ones listed in the developed guidelines include: (1) supervising student movement from room-to-room; (2) checking supplies and equipment; and (3) home visitations. Opinions indicated that the duties in the guidelines should be the ones performed by the aides. Duties which 50 per cent or more of the respondents felt

should be performed by aides in their schools include:

1. duplicating tests and other material
2. helping with classroom housekeeping
3. typing class materials, tests, etc.
4. setting up A V equipment and other instructional materials
5. helping with children's clothing
6. supervising playground
7. correcting tests, homework, workbooks, etc.
8. reading aloud and story telling
9. assisting in school library
10. collecting money from pupils
11. supervising cafeteria
12. recording data in student files
13. keeping attendance register and preparing attendance reports
14. tutoring small group of students while teacher works with other groups.

IV. Guidelines concerning the Qualification of Teacher Aides

Guideline A. Qualifications of the teacher aide are governed by a written statement.

The qualifications of teacher aides in practice were governed by a written statement in 35 per cent of the selected schools. Seventy-five per cent of the respondents stated that qualifications should be governed by a written statement.

Guideline B. General requirements of a teacher aide are determined. General requirements of teacher aides include:

1. good general health (including x-ray)
2. finger prints
3. able to write and spell
4. experience in working with children
5. citizen of the United States
6. prior work experience.

Practices ranked requirement of good general health in 100 per cent of the responses as the number one general requirement for teacher aides. Other general requirements did not necessarily follow the

developed guidelines in order of practice. These include: able to read and spell, 90 per cent; citizen of the United States, 60 per cent; able to type, 60 per cent; experience in working with children, 35 per cent; and prior work experience, 25 per cent. The opinions of individuals in charge of the teacher aide program ranked the general requirements in the following order: good general health, able to write and spell, citizen of the United States, ability to type, experience in working with children, and prior work experience. The requirement for finger printing teacher aides was the only requirement not ranked in practice or opinion.

Guideline C. Educational training required of a teacher aide is determined.
1. Teacher aide--high school diploma, elementary education
2. Teacher Assistant--some college
3. Associate teacher--college degree.

The educational training required of the teacher aides in the selected schools was: teacher aide--78.23 per cent, high school diploma; 16.23 per cent, some college hours; teacher assistant--3.69 per cent, some college hours; associate teacher--1.85 per cent, 60 or more college hours. In the opinion of 95 per cent of the respondents teacher aides should have a high school education. Sixty-five per cent felt that some college training should be required for certain teacher aides, teacher assistants, and associate teachers.

Guideline D. Certification requirements of a teacher aide are determined.
1. Teacher aide
no formal certification
high school certificate for teacher clerks

2. Teacher assistant
   certificate of college courses of 60 hours or less
3. Associate teacher
   degree from college.

No formal certification was required of 74.74 per cent of the aides employed. The certification patterns in practice followed the requirement for educational training as outlined in Guideline IV, C above. Opinions concerning the certification that should be required indicated that: 45 per cent favored no formal certification, 35 per cent favored certification requiring a high school education and 30 per cent favored a certification procedure requiring 60 college semester hours for teacher assistants and associate teachers. In the opinions expressed, the continued use of teacher aides would require more efforts toward the development of certification requirements of teacher aides.

V. Guidelines concerning the Recruitment procedures of Teacher Aides

Guideline A. Procedures employed in recruiting teacher aides are governed by a written statement.

Ten per cent had in actual practice written statements governing recruitment procedures. Sixty per cent reported that they felt procedures for recruitment should be governed by a written statement.

Guideline B. A systematic plan to locate qualified teacher aides is developed. Sources for securing names of applicants include:
1. voluntary application by candidate
2. names recommended by staff members
3. names from central office personnel
4. placement bureaus of colleges or universities
5. employment agencies.

Practices revealed the use of three of the above named sources

for securing names of teacher aide applicants; however, these did not agree in rank with the guidelines. The sources used in practice included: names recommended by staff members, voluntary application by candidates, and names from central office staff. The opinions concerning the sources to secure names of applicants agreed with the guidelines, but limited use to be given placement bureaus of colleges and universities and employment agencies was indicated.

Guideline C. A systematic plan to attract qualified teacher aides is developed. Applicants may receive notice of job vacancy from:
1. certified staff
2. newspaper
3. non-certified staff
4. radio
5. television

The practices used in giving notice of job vacancy followed the order of the developed guidelines. The use of television was excluded and 40 per cent reported an additional method, "word-of-mouth." The opinions followed the guidelines in the same manner as the practices. It was concluded by the respondents that applicants were plentiful and the methods being employed were satisfactory.

VI. Guidelines governing the Selection procedures of Teacher Aides

Guideline A. Selection procedures are governed by a written statement.

Limited use in practice and opinion was recorded concerning the writing of procedures governing the selection of teacher aides. In practice, 15 per cent utilized written procedures while the opinion of 65 per cent indicated that the procedures should be in writing.

Guideline B. The school personnel that will select the teacher aide is designated. The school personnel involved in the selection of the teacher aide include:
1. central office staff
2. principal
3. teachers
4. superintendent

The personnel involved in the selection of teacher aides deviated in rank from the developed guidelines. The order and per cent of frequency included: superintendent, 80 per cent; principal, 75 per cent; central office staff, 45 per cent; and teachers, 25 per cent. Opinions indicated these would remain in the same order of use as currently practiced by the schools.

Guideline C. The methods employed in selecting the teacher aide are determined. Selection procedures of the teacher aide include:
1. interview at school office
2. use of written application
3. interview at home
4. use of written test.

Both the practices and opinions concerning the methods used in the selection of teacher aides were in the same rank order as the developed guidelines. A local campus interview was an additional method proposed by the respondents.

VII. Guidelines concerning the Pre-service, In-service training of Teacher Aides

Guideline A. Pre-service and in-service development is governed by a written statement.

It was revealed in practice that 20 per cent of the responding schools have written statements governing the pre-service, in-service program. To assist in the direction of this program, sixty-five per cent of the responses indicated that these programs should be governed

by a written statement.

Guideline B. Supervision of teacher aides is determined by school personnel. The school personnel involved in the supervision of the teacher aide include:
1. teacher
2. principal
3. central office staff
4. superintendent

The practices deviated from the guidelines by listing the principal as number one and the teacher as number two in naming the personnel to be involved in the supervision of teacher aides. The opinions agreed with the guidelines in placing them as teacher number one and principal as number two.

Guideline C. An orientation program for teacher aides is developed. Methods used for orientation of teacher aides include:
1. welcome meeting by building principal
2. participation in regular orientation week with teachers
3. welcome by superintendent or assistant superintendent
4. orientation by department chairman or head teacher.

The procedure for orientation in practice included the procedures outlined in the developed guidelines although they did not agree with the rank as far as order and frequency were concerned. These included: welcome by building principal, 95 per cent; welcome by superintendent, 60 per cent; participation in regular orientation week with teachers, 45 per cent; and orientation by department chairman or head teacher, 20 per cent. The opinions of the respondents accepted the developed guidelines in orientation of the teacher aide by placing them in the same order of rank as the guidelines.

Guideline D. Both pre-service and in-service training programs for teacher aides are developed. Pre-service programs for teacher aides include:

1. teacher aide workshops
2. initial series of meetings by principal
3. written guides given to teacher aides
4. college courses
5. lecture by specialists.

The practices for pre-service differed slightly to the developed guidelines. The following ranks and per cent of practices were reported:

1. initial series of meetings by principals, 75 per cent
2. teacher aide workshops, 60 per cent
3. written guides given to the teacher aides, 45 per cent
4. lectures by specialists, 30 per cent
5. college courses, 10 per cent.

The opinions of the respondents stated that the pre-service training should be conducted in the manner and order as directed by the guidelines.

Guideline E. In-service programs for teacher aides include:

1. teachers conduct on-the-job training
2. weekly planning periods
3. periodic central office training for all aides
4. written guides given to teacher aides
5. college courses
6. lectures by specialists.

The practices for in-service training did not follow the rank of the developed guidelines. Teachers conducted on-the-job training in 95 per cent of the responding schools. The remaining order of use of in-service training programs were lectures by specialists, 40 per cent; periodic central office training, 30 per cent; written guides, 30 per cent; and weekly planning periods, college courses, and local personnel workshops, 5 per cent. The opinions also differed from the developed

guidelines listing as the major in-service programs; teachers conducting on-the-job training, written guides given to teacher aides, periodic central office training, and college courses. The other items of the guidelines were included but did not agree with the guideline ranking.

VIII. Guidelines concerning Teacher Aide Relationships

Guideline A. The relationships in which a teacher aide is involved are determined and are described by a written statement.

Only twenty-five per cent of the schools reported that the relationships involving the teacher aide were described by a written statement, and the opinion of the majority interviewed, 55 per cent, did not think it necessary to describe in a written statement the relationships in which a teacher aide would be involved.

Guideline B. Personnel with whom the teacher aide will come in contact include:
1. teachers
2. pupils
3. principal
4. superintendent
5. parent
6. school board
7. community

The practices indicated that the teacher aides would work with all of the personnel stated in the guidelines but not in the same order or frequency as stated. Practices ranked the order as: teachers, principal, pupils, parents, community, school board, and superintendent. The opinions of the respondents were in closer agreement with the guidelines as they ranked the personnel with whom the aide would work in the following order: teachers, pupils, principal, parent, superintendent, community, and school board.

Guideline C. The individual to whom the teacher aide is directly responsible is determined by a written statement. Personnel to whom the teacher aide is directly responsible include:
1. teacher
2. principal
3. assistant principal
4. department head
5. central office staff
6. superintendent

In practice, 35 per cent of the schools had a written statement naming the personnel to whom the teacher aide would be directly responsible while 85 per cent stated that it should be in writing. The responding schools differed in the rank of the individuals to whom the teacher aide was directly responsible. Ranked as number one (92.40 per cent) with the direct responsibility of the aides was the principal. Teachers had 74.33 per cent of the aides reporting to them, while 24 per cent reported directly to central office staff. Superintendents asked that 7 per cent of the aides report directly to them; assistant principals 1.43 per cent; and department heads less than one per cent. In the opinion of the respondents the order of responsibility should be: principal, teacher, central office staff, superintendent and assistant superintendent, and department head.

IX. Guidelines concerning the Legal Aspects of the Teacher Aide Program

Guideline A. Legal aspects of the teacher aide program are determined and are included in a written policy.

The legal aspects of the teacher aide program were recorded in writing in 20 per cent of the schools. Opinions expressed by 65 per cent stated that these policies should be in writing.

Guideline B. A legal basis for establishing the teacher aide program is determined. The legal bases for the teacher aide include:
1. written policies of the local board
2. guidelines from State Department
3. unwritten local policies (administrative or school board).

Practices included all the legal bases named in the guidelines but in the following order and frequency: guidelines from State Department, 60 per cent; written board policies, 25 per cent; unwritten policies, 45 per cent. The opinions reported the order and frequency as: guidelines from State Department, 75 per cent; written policies, 55 per cent; and unwritten policies, 35 per cent.

Guideline C. The salary payment period for the teacher aide is established. The payment period of the teacher aide is based on the following:
1. hourly
2. monthly
3. yearly
4. daily.

The salary base and payment period used in the teacher aide program were diverse. The practices related to the guidelines but the rank of use was different. The order of payment periods was as follows: daily, hourly, weekly, monthly, and yearly. The opinions agreed with the guidelines with one exception ranking the daily basis over the yearly basis.

Guideline D. The sources for funds for the teacher aide program are in written form and clearly stated. The funds for the teacher aide program come from the following sources:
1. state
2. Federal ESEA, Title I
3. Federal ESEA, Title III
4. Federal OEO
5. local

6. foundations
7. combination of funds.

The source of funds for the teacher aide program did not agree in practice with the developed guidelines. Two sources were excluded, state and foundation funds, while the Federal ESEA, Title I served as a major source supplying funds for 78.85 per cent of the teacher aides. The opinions of the respondents ranked ESEA, Title I as the number one source, but stated that more funds should be received from local and state sources in the future operation of the teacher aide programs.

Guideline E. Job benefits for the teacher aides are determined. The following benefits are available to the teacher aides:
1. a contract of employment
2. retirement
3. group insurance
4. leave of absence
5. tenure

The job benefits afforded the teacher aides were not practiced in the same ranked order as the developed guidelines. Ranked as number one was retirement being offered in 85 per cent of the schools; leave of absence as number two, 40 per cent; group insurance number three, 35 per cent; contract of employment number four, 30 per cent; with tenure not being offered as a job benefit. The job benefits also deviated in rank of opinion from those of the developed guidelines. The opinions of the respondents ranked the job benefits as: retirement, group insurance, leave of absence, contract of employment, and tenure.

Guideline F. The teacher aide's membership in organizations is determined. The professional organization of which the teacher aide is a member include:
1. local teacher organization (associate member or active member)

2. local teacher aide organization
3. regional or state teacher aide organization.

Teacher aides do not belong to any professional organizations. One of the selected schools reported that the teacher aides attended faculty meetings and were classified as associate members. In the opinion of the majority interviewed, 55 per cent, a professional organization was not essential for the teacher aides.

Guideline G. The teacher aide's involvement in disciplining children is determined. Sources of authority for the teacher aide to discipline children include:
1. local policy
2. administrative provision
3. state law or policy

Teacher aides in 20 per cent of the schools were permitted limited disciplinary authority. This authority was reported given by administrative provision, local policy, and state policy. Disciplinary authority should not be given to teacher aides in the opinion of 80 per cent of the individuals interviewed.

Guideline H. Procedure for the dismissal of teacher aides is determined. Reasons for the dismissal of teacher aides include:
1. non-performance of duty
2. immoral conduct
3. unethical conduct
4. insubordination
5. inadequate skills
6. uncooperative attitudes toward others (teachers, children, parents).

The reasons for dismissal of teacher aides followed closely the developed guidelines in practice since each guideline was reported used in 90 per cent or more of the selected schools. Each individual interviewed or 100 per cent were of the opinion that all items listed

should be reasons for dismissal.

X. Guidelines for the Evaluation of Teacher Aides.

Guideline A. Procedures for evaluating teacher aides are governed by a written statement.

Although the procedures for evaluating teacher aides were governed by a written statement in only 25 per cent of the selected schools, 80 per cent expressed the opinion of a need for a written statement.

Guideline B. The school personnel that will evaluate the teacher aide is designated. School personnel involved in the evaluation of the teacher aide include:
1. teacher
2. principal
3. assistant principal or department chairman
4. superintendent or assistant superintendent
5. central office personnel.

The selected schools followed in practice and opinion the order of the developed guidelines in the use of school personnel in the evaluation of teacher aides.

Guideline C. Criteria employed in the evaluation of teacher aides are developed. Criteria used in evaluating the teacher aide include:
1. ability to get along with pupils
2. ability of working in harmony with others
3. moral character
4. personal appearance
5. ability to perform different clerical tasks
6. ability to plan work with others
7. ability to carry out directions
8. ability to supervise pupils.

Criteria used in the evaluation of the teacher aide that received 100 per cent ranking were: ability to carry out directions, personal appearance, and moral character. Others in order of rank were: ability to get along with pupils, ability of working in harmony with

others, ability to perform clerical tasks, ability to supervise pupils, ability in simple instructional methods, and ability to plan work with others. The opinions of the respondents agreed with the order indicated by practices.

Guideline D. The frequency for the evaluation of teacher aides are determined. The periods of evaluation of teacher aides include:
1. continuing process
2. weekly evaluation
3. monthly evaluation
4. yearly evaluation.

Sixty-five per cent of the schools conducted evaluation of the aides on a continuing basis. Sixty per cent used a yearly evaluation process. None of the schools used a weekly or monthly evaluation, but 15 per cent evaluated the aides either semi-annually, quarterly, or by periodic informal conferences. The opinion of the respondents suggested that yearly and continuing evaluation be utilized along with the additional methods of semi-annual, quarterly, and informal conferences.

Guideline E. Procedures for the promotion of teacher aides are developed. Steps in the promotion of a teacher aide include:
1. teacher aide
2. teacher assistant
3. associate teacher

Promotion policies and procedures were not firmly established in the selected schools. Promotion from teacher aide to teacher assistant to associate teacher was used in 10 per cent of the schools. Fifteen per cent used a promotion procedure from teacher aide to the secretarial staff. The opinions reported that 20 per cent of the schools would use the guideline suggestion while 40 per cent would

employ the use of salary promotion and teacher aide to secretarial staff.

Guideline F. Procedures are developed naming how and by whom teacher aides will be evaluated.

In practice, 100 per cent agreed with this guideline but 25 per cent stated that the procedure for the "how" needed to be better communicated with the aide. The opinions expressed the same response with the feeling that more work needed to be done in letting the aides know how they are to be evaluated.

II. CONCLUSIONS

An examination of the data in this study seems to warrant the following conclusions:

Administrative practices in the area of teacher aides are not usually in writing. This indicates that they lack careful planning and organization.

The classroom teacher is not fully utilized by the administration in the formulation, implementation, and evaluation of the teacher aide program.

School administrators feel that valuable services are being performed by teacher aides but are not certain that maximum benefits are being realized.

The philosophy of the teacher aide program is not clearly defined.

School administrators feel that the title and job description will be expanded beyond its present scope as the characteristics of the

position of teacher aide is brought in closer agreement with the developed guidelines.

Duties most frequently performed by teacher aides are appropriate to non-instructional personnel.

School administrators feel that as more attention is given the qualification of the teacher aides a program of certification will develop.

Recruitment procedures pose no major problem to the schools since there is an abundance of teacher aide applicants.

School administrators feel that the selection procedure for choosing teacher aides should be broadened to utilize certified classroom teachers in addition to the administration.

The legal aspects of the teacher aide program are not fully developed.

The evaluation procedures of teacher aides are not well developed. Teacher aides do not know how they are to be evaluated.

III. RECOMMENDATIONS

From consideration of data collected for this investigation and from conclusions reached, the following recommendations are made:

The developed guidelines should serve as a guide to administrators in the establishment and further implementation of teacher aide programs.

The administrative structure of the teacher aide program should be formulated in writing for the initiation and successful continuation of the program.

The teacher aides should be directly responsible to the classroom teacher with whom they are working.

The duties to be performed should be clearly stated in writing for the understanding of both the teacher aide and the classroom teacher.

Qualifications and certification for teacher aides should be developed.

The department of education in Missouri colleges and universities should establish a program of leadership in: (1) the administration of the teacher aide program; (2) the training of certified staff in the utilization of teacher aides; and (3) the training of teacher aides for the performance of duties.

A periodic evaluation process should be designed to include a plan to effectively communicate to the aide how the quality of performance is determined.

IV. SUGGESTIONS FOR FURTHER STUDY

It is recommended that consideration be given to further studies concerning the teacher aide program.

A study may be conducted to define the teacher role and the teacher aide role to permit the effective performance of duties by the aide in: (1) non-instructional tasks; (2) instructional related tasks; (3) a position serving two or more classroom teachers; and (4) a position serving a single classroom teacher.

It is suggested that a study be done to assist in the planning

and administration of the specific problem areas of philosophy, evaluation, and the training, classification, and certification of teacher aides.

A later study designed to be a follow-up of this study could be conducted to determine if the practices in the Missouri Schools follow the patterns of the guidelines developed from research and related literature as presented in this study.

A study might be conducted based on the concept of developing guidelines to serve State Departments of Education in establishing the effective administration of teacher aide programs on a state wide basis.

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APPENDIX A

QUESTIONNAIRE USED TO SURVEY THE ADMINISTRATIVE PRACTICES
OF THE TEACHER AIDE PROGRAM IN SELECTED SCHOOLS

School System_____

Person Responding_____Position_____

* * * * * * * *

The following are questions that concern the administrator who has the major respondibility for the teacher aide program. Would you please check the appropriate choice for each question that best represents the current practice in your school.

The questions are listed under ten major administrative categories.

CURRENT TEACHER AIDE PRACTICES

I. PHILOSOPHY

A. Does your school have a written philosophy for the teacher AIDE PROGRAM?

_____yes
_____no

B. Does the purpose of your teacher aide program include any of the following? (please check the ones that apply to your school)

_____1. giving direction to the teacher aide program
_____2. making the most effective use of certified teachers
_____3. reducing the number of certified teachers needed in the instructional program
_____4. distinguishing between certified and non-certified personnel
_____5. other, (specify)_____

C. What personnel in your school are responsible for developing the philosophy of the teacher aide program?

_____1. superintendent of schools
_____2. central office staff, _____(position)
_____3. principal

_____4. teachers
_____5. school board
_____6. combination of personnel, (specify)_____
_____

D. What sources were consulted in developing a philosophy for the teacher aide program in your school?

_____1. local school personnel
_____2. State Department guidelines
_____3. Federal Government guidelines
_____4. related professional organizations
_____5. college or university departments of education
_____6. other, (specify)_____

II. JOB CLASSIFICATION

A. Is the job classification of the teacher aide program in your school governed by a written policy?

_____yes
_____no

B. What are the titles given the teacher aides employed in your school? (give the number of aides employed under each)

	TITLE	NUMBER OF AIDES
_____1.	teacher aide	____
_____2.	auxiliary worker	____
_____3.	paraprofessional	____
_____4.	sub-professional	____
_____5.	clerical aide	____
_____6.	instructional aide	____
_____7.	administrative aide	____
_____8.	lay teacher	____
_____9.	non-certified personnel	____
____10.	others, (specify)_____	____

C. Are the teacher aides divided into general classifications in your school? (give the number of aides employed under each class)

		NUMBER OF AIDES
_____1.	Teacher aide (general duties with relation to non-instructional duties)	____
_____2.	Teacher assistant (duties assisting with general duties and basic educational problems)	____

NUMBER OF AIDES

_____3. Associate teacher (duties that require some teacher judgment) ____
_____4. Others, (specify)_____ ____

D. Which of the following descriptive statements are characteristic of the teacher aide position in your school?

_____1. A written policy which indicates that the main purpose of these personnel is to improve instruction.
_____2. A job description outlining the minimum and maximum activities of the teacher aide.
_____3. A written statement indicating that professional standards will be preserved as the teacher aide's tasks will be supervised by professionals.
_____4. Others, (specify)_____

III. DUTIES

A. Are the duties of the teacher aide limited by a written statement?

_____yes
_____no

B. Please check the duties that are performed by the teacher aides in your school. (give the number of aides performing each duty)

DUTIES NUMBER OF AIDES

_____1. duplicating tests and other materials ____
_____2. helping with classroom housekeeping ____
_____3. typing class materials, tests, etc. ____
_____4. setting up A V equipment and other instructional materials ____
_____5. helping with children's clothing ____
_____6. supervising playground ____
_____7. correcting tests, homework, workbooks, etc. ____
_____8. reading aloud and story telling ____
_____9. assisting in school library ____
_____10. collecting money from pupils ____
_____11. supervising cafeteria ____
_____12. recording data in student files ____
_____13. keeping attendance register and preparing attendance reports ____
_____14. tutoring small group of students while teacher works with other groups ____

DUTIES	NUMBER OF AIDES
_____15. ordering A V materials and other supplies	____
_____16. supervising loading and unloading of buses	____
_____17. helping with discipline	____
_____18. assisting in school laboratory	____
_____19. reading and correcting students' themes	____
_____20. administering tests	____
_____21. other duties include_____	
_____	____

IV. QUALIFICATIONS

A. Are the qualifications of teacher aides governed by a written statement?

_____yes
_____no

B. What are the general requirements of the teacher aide?

_____1. good general health (including x-ray)
_____2. finger prints
_____3. able to write and spell
_____4. experience in working with children
_____5. citizen of the United States
_____6. prior work experience
_____7. other, (specify)_____

C. What educational training is required of the teacher aides in your school? (give the number of aides in each class)

	NUMBER OF AIDES			
	TEACHER AIDE	TEACHER ASSISTANT	ASSOCIATE TEACHER	OTHER
_____1. high school diploma	____	____	____	____
_____2. elementary education	____	____	____	____
_____3. some college hours	____	____	____	____
____4. college degree	____	____	____	____

D. What certification requirements for teacher aides are in effect in your school? (give the number of aides in each class)

	NUMBER OF AIDES			
	TEACHER AIDE	TEACHER ASSISTANT	ASSOCIATE TEACHER	OTHER
____1. no formal certification	____	____	____	____
____2. certificate of high school education	____	____	____	____
____3. certificate of sixty-four semester hours of college credit	____	____	____	____

V. RECRUITMENT

A. Are the procedures for recruiting teacher aides governed by a written statement?

____yes
____no

B. What sources does your school use to secure names of applicants for teacher aide positions? (give the number of aides secured from each source)

	NUMBER OF AIDES
____1. voluntary application by candidate	____
____2. names recommended by staff members	____
____3. names from central office personnel	____
____4. placement bureaus of colleges or universities	____
____5. employment agencies	____

C. What methods does your school use to give notice of vacancy of the teacher aide position?

____1. certified staff
____2. newspaper
____3. non-certified staff
____4. radio
____5. television
____6. other, (specify)_____

VI. SELECTION

A. Are the procedures for selection of teacher aides in your school governed by a written statement?

_____yes
_____no

B. What personnel in your school are involved in the selection of teacher aides?

_____1. central office staff, _____(position)
_____2. principal
_____3. teachers
_____4. superintendent
_____5. others, (specify)_____ _____(position)

C. What methods does your school use in selecting the teacher aide?

_____1. interview at school office
_____2. use of written application
_____3. interview at home
_____4. use of written test
_____5. other, (specify)_____

VII. PRE-SERVICE, IN-SERVICE

A. Are the pre-service, in-service programs of the teacher aide program governed by a written statement?

_____yes
_____no

B. What personnel in your school are involved in the supervision of teacher aides?

_____1. teacher
_____2. principal
_____3. central office staff, _____(position)
_____4. superintendent
_____5. others, (specify)_____(position)

C. What methods in your school are used for orientation of the teacher aide?

_____1. welcome meeting by building principal
_____2. participation in regular orientation week with teachers
_____3. welcome by superintendent or assistant superintendent
_____4. orientation by department chairman or head teacher

D. What pre-service programs in your school are used for training teacher aides?

_____1. teacher aide workshops
_____2. initial series of meetings by principal
_____3. written guides given to teacher aides
_____4. college courses
_____5. lectures by specialists
_____6. others, (specify)_____ _____

E. What in-service programs in your school are used for training teacher aides?

_____1. teachers conduct on-the-job training
_____2. weekly planning periods
_____3. periodic central office training for all aides
_____4. written guides given to teacher aides
_____5. college courses
_____6. lectures by specialists
_____7. other, (specify)_____

VIII. RELATIONSHIPS

A. Are the relationships in which a teacher aide is involved described by a written statement?

_____yes
_____no

B. With whom will the teacher aides in your school come in contact? (give the number of aides that come in contact with the following individuals)

		NUMBER OF AIDES
_____1.	teachers	____
_____2.	pupils	____
_____3.	principal	____
_____4.	superintendent	____
_____5.	parent	____
_____6.	school board	____
_____7.	community	____
_____8.	other, (specify)_____	____

C. Is the individual to whom the teacher aide is directly responsible determined by a written statement?

_____yes
_____no

D. To whom will the teacher aide be directly responsible in your school? (give the number of aides that will be directly responsible to the following individuals)

		NUMBER OF AIDES
_____1.	teacher	____
_____2.	principal	____
_____3.	assistant principal	____
_____4.	department head	____
_____5.	central office personnel	____
_____6.	superintendent	____
_____7.	other, (specify)_____	____

IX. LEGAL

A. Are the legal aspects of the teacher aide program of your school included in a written policy?

_____yes
_____no

B. What constitutes the legal basis for establishing the teacher aide program in your school?

_____1. written policies of the local board
_____2. guidelines from State Department
_____3. unwritten local policies (administrative or school board)
_____4. other, (Specify)_____

C. What payment period and salary base does your school use in paying the teacher aides?

		AMOUNT	NUMBER OF AIDES
_____1.	hourly	____	____
_____2.	monthly	____	____
_____3.	yearly	____	____
_____4.	daily	____	____
_____5.	other, (specify)		
	_____	____	____

D. What sources do you use in securing funds for the teacher aides in your school?

		NUMBER OF AIDES
_____1.	State	____
_____2.	Federal ESEA, Title I	____
_____3.	Federal ESEA, Title III	____
_____4.	Federal OEO	____
_____5.	Local	____
_____6.	Foundations	____
_____7.	Combination of funds, _____	____

E. What job benefits are available to the teacher aides in your school?

_____1. a contract of employment
_____2. retirement
_____3. group insurance
_____4. leave of absence
_____5. tenure
_____6. other, (specify)_____

F. To what professional organizations do the teacher aides in your school belong?

	NUMBER OF AIDES
_____1. local teacher organization	____
a. associate member	____
b. active member	____
_____2. local teacher aide organization	____
_____3. regional or state teacher aide organization	____
_____4. others, (specify)_____	____

G. Do teacher aides discipline children in your school?

_____yes
_____no

If yes, what source of authority forms the basis for this discipline?

_____1. local policy
_____2. administrative provision
_____3. state law or policy
_____4. others, (specify)_____

H. For what reasons can a teacher aide be dismissed in your school?

_____1. non-performance of duty
_____2. immoral conduct
_____3. unethical conduct
_____4. insubordination
_____5. inadequate skills
_____6. uncooperative attitudes toward others: teacher, children, parents
_____7. others, (specify)_____ _____

X. EVALUATION

A. Are the procedures for evaluating teacher aides in your school governed by a written statement?

_____yes
_____no

B. What personnel in your school are involved in the evaluation of the teacher aide?

_____1. teacher
_____2. principal
_____3. assistant principal or department chairman
_____4. superintendent or assistant superintendent
_____5. central office personnel, _____(position)
_____6. others, (specify)__ _____

C. What criteria are used in the evaluation of teacher aides in your school? (check those that apply)

_____1. ability to get along with pupils
_____2. ability of working in harmony with others
_____3. moral character
_____4. personal appearance
_____5. ability to perform different clerical tasks
_____6. ability to plan work with others
_____7. no periodic evaluation given
_____8. ability to carry out directions
_____9. ability to supervise pupils
____10. ability in simple instructional methods
____11. others, (specify)_____ _____ __

D. When are teacher aides evaluated in your school?

_____1. continuing process
_____2. weekly evaluation
_____3. monthly evaluation
_____4. yearly evaluation
_____5. others, (specify)_____

E. What steps for promotion of the teacher aide are used in your school?

_____1. teacher aide, teacher assistant, teacher associate, teacher intern
_____2. others, (specify)_____

F. Do teacher aides know how and by whom they are to be evaluated?

_____yes
_____no